DOCUMENT RESUME

ED 391 321 EC 304 570

TITLE	Foundations for NCEO's Outcomes & Indicators Series.
INSTITUTION	National Center on Educational Outcomes, Minneapolis, MN.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	95
CONTRACT	H159C00004
NOTE	7p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; *Disabilities; Educational Assessment; Elementary Secondary Education; Equal Education; Evaluation Methods; Measurement Techniques; Models; Outcomes of Education; Preschool Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS	Goals 2000; *Performance Indicators

ABSTRACT

This pamphlet describes the bases of the educational outcomes and indicators for students (including students with disabilities) developed by the National Center on Educational Outcomes. The importance of developing an outcomes and indicators model with a rationale, wording, and appearance that support a philosophy in which educational outcomes are equally relevant to all students is stressed. Application of the principles of access and equity in development of the outcomes and indicators is explained in the context of standards based on the Goals 2000: Educate America Act. The resulting model is illustrated and briefly described, noting the following eight domains: (1) presence and participation; (2) accommodation and adaptation or family involvement/accommodation and adaptation; (3) physical health; (4) responsibility and independence; (5) contribution and citizenship; (6) academic and functional literacy; (7) personal and social adjustment; and (8) satisfaction. Information on more detailed reports developed by the Center is also given. (DB)

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ED 391 321

Foundations for NCEO's

Outcomes & Indicators Series

EC305218

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

The College of Education & Human Development
UNIVERSITY OF MINNESOTA

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Why Did NCEO Develop the Outcomes and Indicators Series?

This document has been produced to accompany NCEO's Outcomes and Indicators series. It provides descriptions of the domains and reinforces the need to accommodate students with disabilities.

In September 1989, an educational summit held in Charlottesville created the momentum for what was to become a whirlwind of reform efforts in American education.

Governors attending the summit met with President Bush and created a set of national education goals that were to be reached by the year 2000—an agreement eventually signed by all 50 governors. In their announcement, they asked the nation to support and work together to achieve these goals—clearly worded to apply to **all** students.

In early 1990 when the National Center on Educational Outcomes applied for its funding, the U.S. Department of Education asked those in the competition to develop educational outcomes and indicators for students with disabilities.

A Philosophy Supporting "All"

After the center opened in 1990, NCEO staff learned that the National Education Goals Panel, which was responsible for monitoring progress toward the goals, had identified data collection programs that excluded students with disabilities.

NCEO staff found that students with disabilities historically had been left out of most data collection programs. This meant they were either forgotten when reforms were made in response to the data or excluded on purpose.

NCEO staff discussed this issue with Goals Panel officials and staff at the National Center for Education Statistics, which oversees national education data collection programs. No one was aware that exclusion of these students was a problem.

Several more meetings with individuals in these two agencies helped NCEO staff identify ways to increase the participation of students with disabilities. As a result, there has been an increase in the participation of students with disabilities in both data collection and educational reform efforts.

State directors of special education and other stakeholders also wanted students with disabilities to be included in data collection efforts and educational reform. They strongly supported a unified system of educational outcomes and indicators.

As a result, NCEO staff realized that it should work on developing models of outcomes and indicators that would apply to **all** students.

To do this, it needed to look beyond the traditional academic achievement outcomes identified most commonly by general education stakeholders. It needed to devise a broader set of outcomes. And more importantly, it needed to create a model that would not be viewed solely as a special education model by individuals outside of special education.

In other words, the rationale, wording, and appearance of the outcomes and indicators model needed to be consistent with those used by general educators and traditional policymakers.

Excellence and Equity: Insights from the Classroom

NCEO's philosophy is that all children can learn, and that children are capable of learning to much higher levels.

NCEO believes that children need to be encouraged to excel, and that all children can be challenged. NCEO also believes that it is necessary to encourage all children toward excellence in ways that are fair to them.

This philosophy mirrors what has been adopted in the definition of standards for the *Goals 2000: Educate America Act*. Evidence of this is in the following guidelines for reviewers of state proposals for *Goals 2000* funding:

> *All students are expected to learn the same general high-quality content, rather than a separate (and often watered-down) curriculum for certain students.*
>
> *For a small number of significantly disabled children, the standards might be different and their instructional program might focus on functional skills and valued lifestyle experiences. For these children, some method of assessing individualized student performance should be developed for accountability.*

Too often in the past, rhetoric ruled educational reform. Specific guidelines on how to turn rhetoric into reality were missing.

On this page are two examples from articles that appeared in ***Educational Leadership*** (1994, volume 52), on how others have made this transformation from desired results to what these results mean for instructing individuals with disabilities.

The first comes from someone who works in a classroom that successfully serves all students.

The second example reinforces the notion that educators must start from desired results and work back toward what those results mean for individual students.

Example 1:

In the article, *How Inclusion Built a Community of Learners*, Logan and his colleagues describe the accommodations and adaptations used to provide instruction for all students in a classroom. The class included Katie, a student with visual impairments, multiple physical disabilities, and moderate intellectual disability.

"Whenever possible, Katie's educational goals were integrated across the curriculum. For example, during math, while the other students were learning to add single-digit numerals, Katie was learning to count to "2," make number sets of "2," and grasp paper items without crushing them. [In one exercise,] she would pick up two flash cards with numerals written on them and show them to a peer, who would then add the numerals and state their sum. During spelling, while other children were writing the spelling words, Katie was learning to speak in a voice that could be heard by her peers. The classroom teacher would whisper the spelling word to Katie, who had to repeat the word loud enough for her classmates to hear so that they could write the word on their papers." (p. 42)

Example 2:

Cheryl Jorgenson, a project coordinator from the University of New Hampshire, offers some helpful pointers in the article, *Essential Questions—Inclusive Answers*. She encourages school personnel to consider program components that help students with very diverse needs succeed in a curriculum.

She notes the critical importance of: collaborative planning time involving both special and general education teachers; curriculum design characterized by planning backward (from outcomes back to lesson design); and use of "essential questions" that form the basis for guiding performance-based curriculum development.

These key elements help teachers consider topics and guide instruction and assessment when used in combination with the following components:

"◆ an opportunity for students to follow their own areas of interest within a broad, common topic;
◆ a variety of learning materials and sources;
◆ a requirement that students interact with one another;
◆ coaching from teachers and support staff;
◆ options for different performance-based exhibitions;
◆ personalization of some learning outcomes; and
◆ personalization of standards by which students are evaluated." (p. 53)

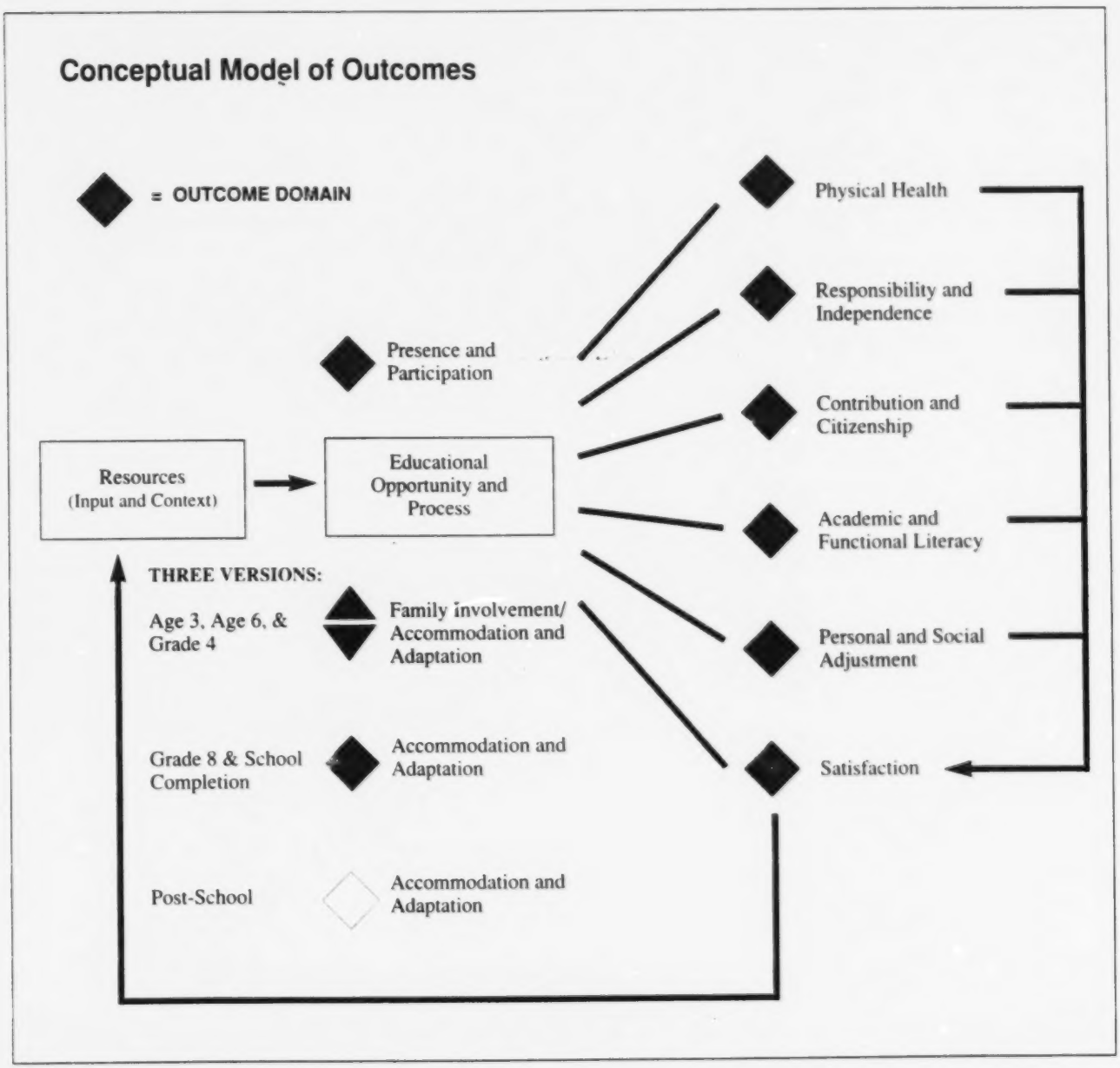
NCEO Creates a Model

NCEO developed a model to help you achieve accountability for all students and offer you ways to think about desired results.

To get you started, take a look at the model below, which identifies eight domains of outcomes. Next, read the following brief explanations for the domains.

Presence and Participation
Opportunities for physical presence as well as active and meaningful participation in school and the community by all individuals.

Accommodation and Adaptation or Family Involvement/ Accommodation and Adaptation
Extent to which students have and use adjustments, adaptive technologies, or compensatory strategies that are necessary for individuals to achieve outcomes.



Physical Health
Extent to which the individual demonstrates or receives support to engage in healthy behavior, attitudes, and knowledge related to physical well-being.

Responsibility and Independence
Extent to which the individual's behavior reflects the ability to function, with appropriate guidance or support, independently or interdependently, and to assume responsibility for oneself.

Contribution and Citizenship
Extent to which the individual gives something back to society or participates as a citizen in society.

Academic and Functional Literacy
Use of information to function in society, to achieve goals, and to develop knowledge.

Personal and Social Adjustment
Extent to which the individual demonstrates socially acceptable and healthy behaviors, attitudes, and knowledge regarding mental well-being, either alone or with guidance and support.

Satisfaction
Extent to which a favorable attitude is held toward education.

Once you understand the model basics, you can use it to develop outcomes and indicators to evaluate your educational results.

NCEO's Outcomes Series Can Help You

Known as the *Educational Outcomes and Indicators* documents, NCEO's series of booklets and reports focus on its conceptual model. Included is a list of outcomes and indicators for each developmental level: ages 3 and 6, grades 4 and 8, school completion, and post school.

The complete series contains a number of booklets and reports:

- six educational outcomes and indicators booklets, one for each level;
- six documents corresponding to the outcomes and indicators booklets that identify possible sources of data for each of the levels;
- a self-study guide for developing outcomes and indicators;
- a series of reports on the initial development of the NCEO model, the consensus-building process used in the development of the model, and the correspondence of the model with national data collection programs and state goals.

Although all levels include the eight domains, they may differ slightly in their emphasis. As you examine the different levels of the model you will find the domain that is most different from one level to the next is Accommodation and Adaptation, (Family Involvement/ Accommodation and Adaptation).

NCEO added Family Involvement to the Accommodation and Adaptation domain in the conceptual model at the early childhood and grade 4 levels. This addition reflects the increased need to focus on outcomes that emphasize the involvement and support of family and community at these levels.

To further help you, NCEO developed a series of technical reports that match the model to existing state frameworks.

One report examines the correspondence between the model and national data collection programs, allowing you to know where to access existing national data for comparison purposes.

Another set of technical reports examines the correspondence between the model and state learner outcomes. This will be helpful if you are interested in examining the correspondence between your state's goals and the various domains and outcomes found within the model.

Whether you create your own model based on NCEO's or use NCEO's model, you'll find it to be a good basis for developing and implementing accountability systems. The *Outcomes and Indicators Series* along with the *Self-Study Guide to Educational Outcomes and Indicators* should be helpful tools.

NCEO would like to hear about your experiences and unique uses of the NCEO outcomes model and materials. Contact the center at:

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The National Center on Educational Outcomes (NCEO) was established in October 1990 to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

The Center is supported through a Cooperative Agreement with the U.S. Department of Education, Office of Special Education Programs (H159C00004). Opinions or points of view do not necessarily represent those of the U.S. Department of Education or offices within it.

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Acknowledgments

Numerous stakeholders and other contributors were instrumental in the development of the *Outcomes and Indicators Series* and the ideas expressed in this document.

Special thanks go to Nancy Verderber, who encouraged NCEO to publish this document and make it available to all who receive any part of the *Outcomes and Indicators Series*. This publication provides a foundation of the philosophy underlying the outcomes model that is an important part of understanding how the model is relevant and appropriate for all children, youth, and adults—both those with and without disabilities.

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